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ABSTRACT

The New Hampshire Vocational Program Evaluation System (VPES) is designed to: (1) provide program improvement information; (2) provide information on local program effectiveness to aid in designing improvements; and (3) aid in complying with 1976 federal vocational education legislation. The evaluation system is divided into two components: formative and summative evaluation. The formative evaluation volume is concerned with gathering program improvement data, information on planning and operational processes, and results of student achievement at the local level. Instrumentation and related instructions for program consultants and local educational agency staff are included. The process evaluation sequence is charted: identification of programs for evaluation; program self-evaluation; on-site evaluation; final exit conference; and post-visit activities. On-site program evaluation procedures are meant to insure that vocational instruction meets the needs, interests, and abilities of students; satisfies the requirements of the occupation in which training is offered; meets the needs of the community in terms of the number of students placed; and meets the minimum standards required for operation of vocational education programs. (Evaluation forms comprise over one-half of this manual). (MH)

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NEW HAMPSHIRE'S VOCATIONAL PROGRAM EVALUATION SYSTEM

MANUAL I: PROCESS EVALUATION

N.H. RCU D V T E.

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NEW HAMPSHIRE'S VOCATIONAL PROGRAM EVALUATION SYSTEM

MANUAL I

PROCESS EVALUATION

by

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PREFACE

The New Hampshire Vocational Program Evaluation System is designed to meet three distinct needs:

(1) To provide local educational agency administrators, vocational directors, and program instructors with *program improvement* information for the purpose of operating the best possible programs of vocational education; and

(2) To provide the Division of Vocational-Technical Education staff with detailed information regarding the effectiveness of vocational programs at the local level for the purpose of allowing program consultants to assist in the improvement of vocational programs; and

(3) To help local educational agencies and the Department of Education comply with the mandates of the 1976 Federal Vocational Education legislation.

The most important aspect of the System is reflected by the first goal; for this reason, the procedures and instrumentation utilized within the System have been developed to maximize the potential value of the data's use to local administrators and teachers.

It is important to note, however, that the System will still provide for full compliance with Federal requirements for the reporting of program data. Although the System is designed primarily to meet the unique needs of New Hampshire's educational structure, the overall system is generally designed along the recommended guidelines for State Evaluation Systems detailed in Section 104.401 of the Rules and Regulations pertaining to the 1976 Education Amendments. This breakdown requires that vocational programs be evaluated for their effectiveness in terms of:

(1) Planning and Operational Processes
(2) Results of Student Achievement
(3) Results of Student Employment Success

It is also important to recognize that these assessments will be conducted to determine the results of additional services to special populations (women, members of minority groups, persons identified as handicapped or disadvantaged, and persons of limited English-speaking ability), as well as 'regular' student populations.

The New Hampshire Evaluation System is divided into two basic components. The Process Evaluation component will gather program evaluation data related to Planning and Operational Processes, and Results of Student Achievement. Manual I is the document associated with conducting the Process Evaluation of vocational programs and projects and encompasses the instrumentation and related instructions for Division of Vocational-Technical Education program consultants and local educational agency staff.

The second component is a Product Evaluation model, designed to gather specific information related to Results of Student Employment Success. Manual II is the document providing local educational agencies with the instrumentation and instructions necessary to conduct this assessment.

The entire System is designed so that all of the evaluation activities will be conducted by, or in conjunction with, local education staff. The New Hampshire Research Coordinating Unit (RCU) serves as a consultative agency and coordinates the data collection efforts. Figure I details where and how the Vocational Program Evaluation System (VPES) 'fits' into the overall RCU evaluation and monitoring responsibility matrix. The VPES is identified on the right-hand side of the total model.

FIGURE 1

A COMPREHENSIVE PLAN FOR

PROGRAM EVALUATION AND CENTER MONITORING

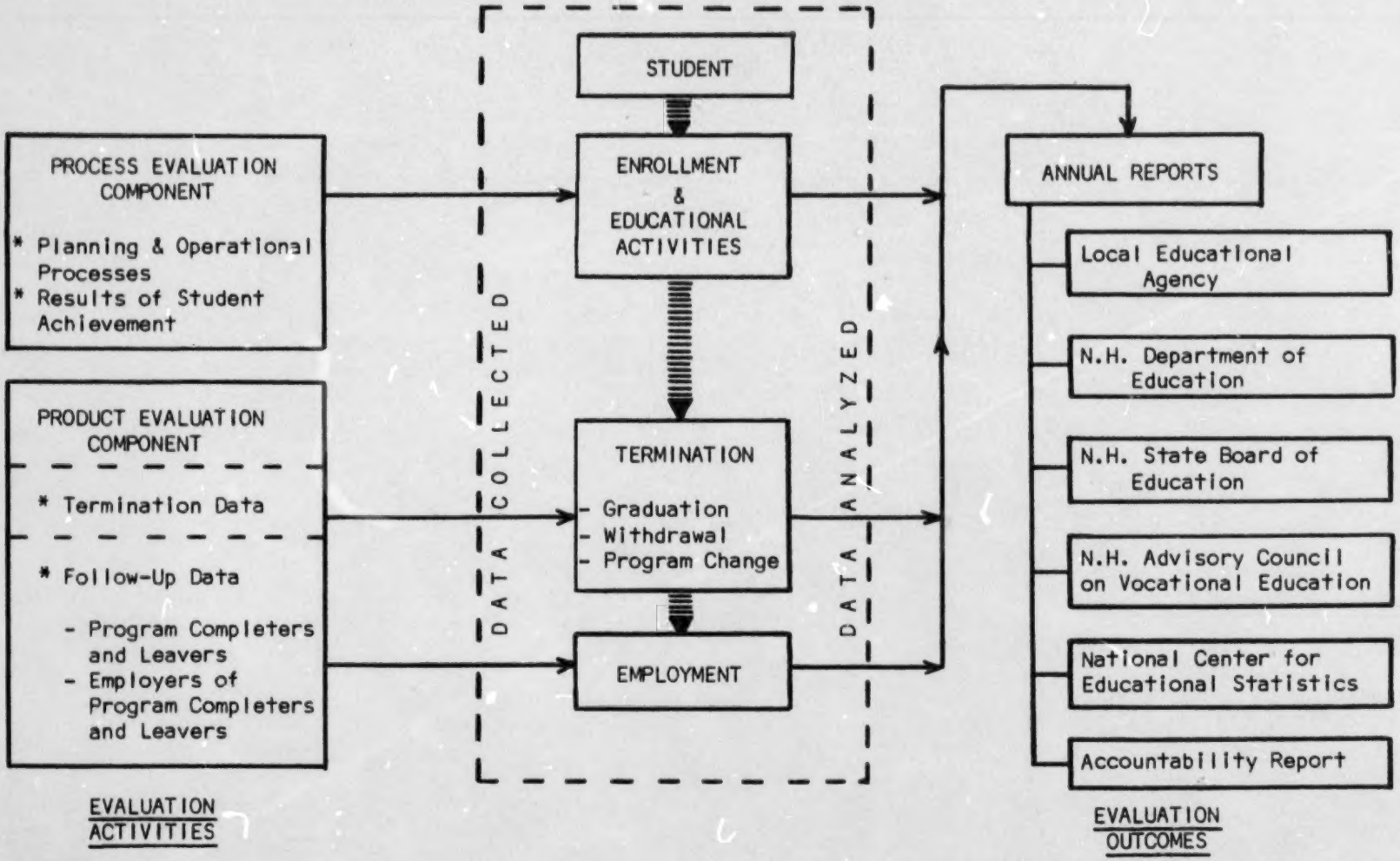
was removed prior to submission to the ERIC Document Reproduction Service, because of the small print.

Figure 2 presents the overall VPES on an operational basis. Details related to the specific nature of the data collected within the Process and Product components may be found by referring to the body of the two Manuals. Figure 2 is intended only to illustrate the conceptual basis for the System and its evaluation procedures. As this model shows, each vocational program will be assessed on the basis of ongoing, operational activities on-site. Additionally, program graduates (completers) and leavers, as well as their employers, will be followed-up to further assess the effectiveness of the program. These two sets of data, when merged, comprise a comprehensive data base intended to assist in the improvement of vocational programs.

The annual reports which will be developed as a result of the program evaluation effort are also identified within the System model shown. It is anticipated that with the establishment of a State-wide data base, the RCU will ultimately also be capable of providing LEA's with specific program-related information on demand.

FIGURE 2

VOCATIONAL PROGRAM EVALUATION SYSTEM



The data collected by the DVTE and each LEA as specified in Figure 2 will be compiled by the RCU; as a result, the following reports will be generated:

FIGURE 3

DATA BASE	INFORMATION INCLUDED
1. Across-the-State* All Programs Combined	1a. Termination Data 1b. Follow-Up Data**
2. Individual Schools/Centers Stratification by Individual Programs	2a. Termination Data 2b. Follow-Up Data** 2c. On-Site Evaluation Data
3. Individual Programs Across-the-State*	3a. Termination Data 3b. Follow-Up Data** 3c. On-Site Evaluation Data

* Reflects the combined data from all schools.

** Reflects both Student and Employer Follow-Up data

To illustrate the nature of the report breakdown, suppose a particular vocational director had three programs (welding, health, and distributive education) in his/her center. At the end of the school term, he/she would receive the following reports: (a) all termination and follow-up data, by program, gathered for the programs in his/her school/center; (b) the results of the on-site process evaluation, by program, conducted within his/her school/center; (c) the cumulative termination and follow-up data collected in all schools/centers for all programs throughout the State; (d) the cumulative results of all

termination and follow-up data, by program, collected in all schools/centers throughout the State, for all those programs that he/she has in his/her own school/center (in this example, welding, health, and distributive education); and (e) the cumulative results of all of the on-site process evaluations, by program, conducted throughout all schools/centers in the State.

Copies of every report generated are to be sent to the New Hampshire State Board of Education and Advisory Council for Vocational Education, with copies remaining on file at the offices of the Research Coordinating Unit and the Chief of the Division of Vocational-Technical Education.

Specific data gathered and reported in these documents are also to be extracted and subsequently reported in the Federal Accountability Report (Department of HEW), and in the report to the National Center for Educational Statistics.

For more detailed information regarding instrumentation, procedures, or reports refer to System Manuals I and II, or contact:

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PROCESS EVALUATION

INTRODUCTION

The primary purpose of the Process Evaluation component of the VPES is to gather program improvement data, as well as information regarding Planning and Operational Processes and Results of Student Achievement, at the local level. Specifically, this component is designed to answer the following questions:

I. Planning and Operational Processes: Vocational Programs

a. Is the vocational program conducted according to an approved Local or Regional Vocational Education Plan? Is the Plan reflective of current and future employment trends? Did local staff members/teachers participate in the development of the Plan? Does the Plan include program objectives and activities for the vocational program?

b. Is the vocational program instructor(s) certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the vocational specialty he/she is teaching?

c. Does the vocational program have an approved craft or advisory committee?

d. Is the student-teacher ratio appropriate to the program objectives and activities?

e. Is the program providing students with those competencies necessary to enter the labor market with entry-level skills in a specific occupation or cluster of occupations?

f. Does the program include a realistic work experience component?

g. Are students provided with the opportunity to learn leadership skills through participation in related school and community activities?

h. Are adequate Vocational and Career Guidance Services available to all students?

i. Were related prevocational opportunities available for all students enrolling in the vocational program?

j. Is the vocational program in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education as established through the Division of Vocational-Technical Education?

k. Does the facility provide adequate space and learning stations to meet program objectives?

l. Are the equipment, materials, and supplies on-site adequate to meet the needs of the student enrollment and vocational program objectives?

m. Is the vocational program sex-fair?

n. Are the services to special populations as provided by this program adequate and appropriate as measured by the criteria listed above?

2. Planning and Operational Processes: Prevocational Programs

   a. Is the program based upon formal objectives which are commensurate with the "Official Description of Industrial Arts Programming", or the New Hampshire Consumer and Homemaking Curriculum Guides as developed by the Division of Vocational-Technical Education?

   b. Is the instructional content and activities description for the program available and appropriate?

   c. Is the program instructor(s) certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the prevocational specialty he/she is teaching?

   d. Is the student-teacher ratio appropriate with the program objectives and activities?

   e. Is occupational information and assistance provided to students in prevocational programs?

   f. Is the prevocational program in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education as established through the Division of Vocational-Technical Education?

   g. Does the facility provide adequate space and learning stations to meet program objectives?

   h. Are the equipment, materials, and supplies on-site adequate to meet the needs of the student enrollment and vocational program objectives?

i. Is the prevocational program sex-fair?

j. Are the services to special populations as provided by this program adequate and appropriate as measured by the criteria listed above?

3. Results of Student Achievement: Vocational and Prevocational Programs

a. In terms of desired student outcomes, what percentage of the students in the program achieved the desired cognitive outcomes? Psychomotor outcomes? Affective outcomes?

b. In those areas where a lower than expected percentage was recorded, what were the reasons for the lower student achievement rate?

c. Are the methods and instruments used at the local level to measure all forms of student achievement appropriate? Adequate?

Table I presents the Process Evaluation sequence which will be employed to answer the questions stated above. All of the data gathered is collected through a cooperative effort between the Division of Vocational-Technical Education and Local Educational Agency staff and program instructors.

TABLE I

VOCATIONAL PROGRAM EVALUATION SYSTEM

PROCESS EVALUATION COMPONENT

PHASE	ACTIVITIES	AGENCY RESPONSIBILITIES	FINAL OUTCOMES/PRODUCTS
I	Identification of Programs to be Evaluated	DVTE - Select Programs for Evaluation (RCU) - Arrange for Program Consultant Team Visit Schedule at Various Schools/Centers (Assistant Chief, Program Services) - Send Participating LEA Program Instructors Self-Study Form (RCU) LEA - Make Necessary Arrangements for On-Site Visit by DVTE Program Consultants (Vocational Director)	- Programs Selected and Process Evaluation Timeline Established for One (1) Academic Year
II	Program Self-Evaluation	DVTE - Provide LEA Staff and Instructors with Self-Evaluation Form (RCU) (PHASE II CONTINUED ON NEXT PAGE)	- Copy of Self-Evaluation is Retained by Program Instructor(s) for Use During On-Site Visit

TABLE I (CONTINUED)

PHASE	ACTIVITIES	AGENCY RESPONSIBILITIES	FINAL OUTCOMES/PRODUCTS
II	Program Self-Evaluation (Continued)	DVTE - Distribute Resultant Data, by Program, to Appropriate Program Consultants (RCU) - Review Completed Instruments (DVTE Program Consultants) LEA - Each Program Instructor Will Complete a Program Self-Evaluation Form - Self-Evaluation Forms Will Be Returned to the RCU at Least One Week Prior to Team Visit (Vocational Director)	- Instructor(s) Completing Self-Evaluation Will Have Reviewed Their Own Program Based Upon DVTE Minimum Standards, and Will Have the Opportunity to Use the Material for Program Modification and Improvement Prior to the On-Site Visit. - Program Instructors Will Have Documentation With Which to Base Future Supplemental Funding Requests (Form 2b)
III	On-Site Evaluation	DVTE - Program Consultants Will Conduct an Assessment of All Programs in Each Area Utilizing a Program Evaluation Form *Identical* to the Self-Evaluation Form Previously Completed by LEA Staff LEA - Program Staff and Instructors Will Cooperate With and Assist Visiting DVTE Program Consultants	- Program Consultants Will Have a Completed Program Evaluation Form, Based on Division Minimum Standards, for Each Program Within Their Area. This Information Will be Helpful to Program Consultants in Their Efforts to Assist Local Personnel in Improving Vocational Education Programs

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TABLE I (CONTINUED)

PHASE	ACTIVITIES	AGENCY RESPONSIBILITIES	FINAL OUTCOMES/PRODUCTS
IV	Final Exit Conference	DVTE & LEA - Each Program Consultant Will Meet (Individually) With Each Program Instructor and Review the Results of the Program Evaluation Form - Suggestions and Recommendations Based Upon the Program Evaluation Will Be Provided to the Instructor - Inconsistencies Between the Program Evaluation Form and the Self-Evaluation Form Will Be Discussed at this Point - All of the Information and Conclusions Appearing in the Final Report of the On-Site Evaluation as Prepared by the Program Consultants Will Be Discussed With/Shown to the Program Instructor at this Interview (PHASE IV CONTINUED ON NEXT PAGE)	- The Final Product Resulting from the Exit Interview and On-Site Evaluation Effort Will Be a Comprehensive Program Evaluation Report Which Will Provide Information to the Following Agencies: * Program Instructors - For Use in Program Improvement Activities and in Formulating Program Equipment/Supplies Needs for the Future * LEA Staff and Administrators - For Use in Assisting Program Instructors in Their Program Improvement Efforts * DVTE Program Consultants - For Use in Assisting Program Instructors in Their Program Improvement Efforts * Research Coordinating Unit - Selected Data Which Will be Included in the Annual Accountability Report, for Compliance With P.L. 94-482; as well as Reports to LEA's, the New Hampshire State Board of Education, and the

TABLE I (CONTINUED)

PHASE	ACTIVITIES	AGENCY RESPONSIBILITIES	FINAL OUTCOMES/PRODUCTS
IV	Final Exit Conference (Continued)	DVTE & LEA - With the Cooperation of the Program Instructor, the Program Consultant Will Gather Information Related to the Results of Student Achievement Within the Program. Types and Appropriateness of the Testing Instruments Used in the Program Will Also Be Discussed.	State Advisory Council on Vocational Education
V	Postvisit Activities	DVTE - Provide Program Instructors and LEA Staff With Summary of On-Site Evaluation Results, Including a Description of Program Strengths, Weaknesses, and Recommendations (Program Consultants) - Provide RCU With Summary Data Sheet Resulting from the On-Site Evaluation (Program Consultants) - Compile and Disseminate Information and Related Reports Developed from Summary Data (RCU)	SAME AS FINAL OUTCOMES/PRODUCTS OF PHASE IV

In order to allow the reader to more fully understand the Product Evaluation Component (Table I) of the VPES, the following section is provided. Contained in this section are the instruments to be utilized within this component, as well as the directions provided for the completion of each instrument. These directions are written primarily for the following audiences/agencies:

Instrument/Information Sheet	Primary Audience
(1) "On-Site Program Evaluation: An Overview"	LEA Staff and Administration Program Instructors DVTE Program Consultants
(2) Program Self-Evaluation Forms	Program Instructors
(3) Program Evaluation Forms	DVTE Program Consultants
(4) Results of Student Achievement Forms	DVTE Program Consultants

INSTRUMENTATION

NEW HAMPSHIRE RESEARCH COORDINATING UNIT
VOCATIONAL PROGRAM EVALUATION SYSTEM

ON-SITE PROGRAM EVALUATION: AN OVERVIEW

The On-Site Evaluation is a joint assessment of individual vocational education programs by instructors, school administrators, and DVTE Program Consultants. The purposes of such an evaluation are directed toward insuring that vocational instruction: (1) meets the needs, interests, and abilities of students; (2) satisfies the requirements of the occupation or occupational field in which the training is given; (3) adequately meets the training needs of the community in terms of the number of students successfully placed; (4) meets the recommended Minimum Standards as set forth by the Division of Vocational-Technical Education for the operation of vocational education programs.

The information collected in conjunction with the program evaluation effort is analyzed by the staff of the Division of Vocational Education, with the results of the analysis used to:

- Help local educators in reviewing and revising objectives, establishing priorities, and making plans for the future.
- Help satisfy the requirements for accountability to students, parents, community, and government.
- Identify program components which need additional emphasis or modification.
- Give visibility to innovative/exemplary programs and practices.
- Provide direction to the Division of Vocational-Technical Education for the allocation of resources and the development of products and services for the resolution of statewide programming problems or issues.

What Are The Steps In The On-Site Program Evaluation?

I. Program Self-Evaluation

This is a detailed, in-depth instructional program review conducted by instructors and other persons directly responsible for implementing and administering the program. In other words, a local "do-it-yourself" evaluation.

The self-evaluation is a vital phase of the on-site program evaluation process. Since the ultimate goal of the review is program improvement, and since such improvement must occur at the classroom and institutional levels, self-study and self-improvement are key elements in the review process.

II. On-Site Team Visit

This is a visit to the local educational agency by DVTE program consultants on a prearranged schedule for the purpose of completing their own evaluation forms and supplying fresh ideas and new perspectives. It provides an opportunity for instructors and consultants to agree upon goals, objectives, and methods of accomplishment.

III. Postvisit Activities

This is a period where the various individual program evaluations are assembled into a unified final report for the purposes of studying the implications of the findings, drawing conclusions, and planning future procedures to correct deficiencies and improve program management.

Why Is The Program Review Being Conducted?

The primary purpose of program review is program improvement. To accomplish this purpose, a review is necessary to determine those areas where program improvement can be most effectively implemented.

In addition, there is the continued emphasis on accountability, partially as a result of the Federal Education Amendments of 1976 (P.L. 94-482). This formalized program evaluation process is designed to establish a *standardized* procedure for satisfying both internal needs and external requirements.

How Does The Program Review Actually Work?

I. Program Self-Study

The RCU will provide the local educational agency with appropriate program self-study forms. These forms list the standards which program consultants will be verifying during a subsequent on-site visit. The program self-evaluation form is viewed as a tool designed to assist local and state educational personnel in reviewing programs.

II. On-Site Visit

After a thorough review of the completed self-evaluation forms and supplementary data, program consultants will make a scheduled team visit to the local educational agency to conduct an evaluation of the programs in cooperation with the instructors involved in the programs. The consultants will:

1. Obtain rationale for recorded answers.
2. Allow opportunities for additions and/or revisions.

(CONTINUED ON NEXT PAGE)

II. On-Site Visit (Continued)

3. Assess quality above and beyond what is recorded on the self-evaluation form.
4. Make preliminary arrangements for the provision of technical assistance when appropriate.
5. Relate findings to teachers in a developmental and constructive way.

The major aim of the on-site visit is to supplement the self-evaluation report with additional data and documentation.

Working from the self-evaluation forms and in direct consultation with the teacher involved, the program consultants will complete the 'working copy' of the evaluation form. The program self-evaluation forms will be retained by the local education agency.

After completion of the on-site visit, a final exit conference will be conducted with the program instructors to discuss the results of the evaluation. No comments will appear on the Program Evaluation Form (consultant's copy) that have not been discussed at the final exit conference.

The major aims of the final exit conference are to:

1. Point out strengths and weaknesses of programs.
2. Cite recommendations for improvement of programs.
3. Reconcile any differences of opinion concerning various aspects of the evaluated program.
4. Review technical assistance commitment and tentative schedule of implementation where appropriate.

III. Postvisit Activities

A formal report of the program evaluation will be made to the Local Educational Agency by individual program

III. Postvisit Activities (Continued)

consultants and the RCU. The RCU will also provide across-the-state reports of program evaluations, by program area, to the LEA.

Based upon the findings of the program review, program consultants will develop plans to provide technical assistance to those programs which request and can profit from such help.

CONSULTANT'S INSTRUMENTATION PACKET

THE VOCATIONAL PROGRAM EVALUATION FORM

OVERVIEW

This form basically constitutes the means by which data is to be gathered in order to satisfactorily meet the requirements of the Process Evaluation Component of the VPES. *Your* form, as a program consultant, consists of the following *three sections:*

(1) A 16-item review of the program's Planning and Operational Processes. Each of the items are presented as a Standard, with supporting evidence criteria pertaining to each Standard appearing in conjunction with that Standard.

It is important to note that this section is *identical* to the Program Self-Evaluation Form, which the program instructor(s) will be completing and returning to you prior to the on-site team visit. However, this is the *only* section of the three that will be included in the Program Self-Evaluation Form; sections 2 and 3 appear *only in your evaluation form.*

At the end of the first section is a general summary sheet with which you will describe the major strengths and discrepancies you noted, by Standard. Also on this sheet is a space where you can provide your recommendations for solving the problems (discrepancies) itemized. A copy of this sheet should accompany your follow-up letter to the LEA Administration and program instructor(s); the original should be retained for your files.

Your original copy of the entire section, with the exception of the summary sheet, should be retained for your files, *but you should not copy your entire form and send it to any LEA staff.* This data will be compiled and distributed by the RCU using the form detailed in Section 3.

(2) A form with which you will gather Results of Student Achievement Data. This form consists of two parts:

(a) A tabulation sheet (RCU-S1) with which you will determine the type/method of evaluation used by the instructor(s) to assess student achievement, the percentage of students achieving major expected student outcomes, and the reason(s) for any lower-than-expected achievement percentages. You will complete this form during the final exit conference with the program instructor(s).

(b) A summary sheet (RCU-S2) with which you will document, by student outcome, any and all discreancies in evaluation methodology you noted during the final exit conference, and your related recommendations. A copy of this sheet will accompany your follow-up letter to the LEA Administration and program instructor(s). You should retain the original for your files. *Do not send a copy of the tabulation sheet (RCU-S1) to any LEA staff.* This data will be compiled and reported by the RCU using the form detailed in the following section (Section 3).

(3) The final portion of your instrument package is a Program Reporting Sheet. This sheet condenses the data you gathered during your on-site evaluation, and allows for easier computer file entry by the RCU.

On this sheet you should transfer the results of your Program Evaluation (Section 1) and your findings related to the Results of Student Achievement (Section 2). The two summary sheets from each of these sections which you are sending to the LEA should also be attached to this sheet, with your follow-up letter, and the entire package should be submitted to the RCU within two weeks following each team visit.

This entire sequence must be repeated for each individual program at each school/center visited within the purview of your program area.

DIRECTIONS FOR COMPLETING THE VOCATIONAL PROGRAM EVALUATION FORM: PLANNING & OPERATIONAL PROCESSES

Begin to complete this form by filling out the basic information required on the cover page of this section. Your basic task in completing this section of the form is to determine whether the program you are reviewing Exceeds, Meets, or Does Not Meet a series of 15 Standards. Accompanying each Standard statement is a series of criteria which is provided to help document the reason for your overall judgement. It is suggested that for each Standard, you follow the procedure of (1) complete each criterion related to that Standard by 'checking' the appropriate space, and then (2) based upon the criteria, indicate (in the upper right hand corner) whether the Standard has Exceeded, Met, or Not Met. While it would not be implausible for a Standard, overall, to be met if some of its related criteria were shown to be lacking, no Standard should ordinarily be marked "Exceeds Standard" unless *all* of the related criteria are satisfactorily documented. The overall assessment for each Standard, of course, will depend upon your judgement as to the seriousness of criteria not satisfactorily documented (if any); as well as your own judgement as to the general situation, on-site, related to the program Standard in question.

The Standards may be completed in any order you wish. The last item, however, requires an indication on your part as to whether this program may be considered an Exemplary program. Naturally, all of the Standards should be completed *prior* to responding to this item. Ordinarily, a program should not be rated as an Exemplary one unless *all* of the Standards have been at

least minimally attained ('Meets Standard').

The general summary sheet at the end of this section is largely self-explanatory, and should be filled out by you immediately prior to, or during, the final exit conference. It is suggested that the 'Major Strengths' section document those Standards reflecting an "Exceeds Standard" assessment. Conversely, those Standards which you rated as "Does Not Meet Standard" should *all* be reflected in the 'Major Deficiencies Noted' section of the summary sheet.

DIRECTIONS FOR COMPLETING THE VOCATIONAL PROGRAM EVALUATION FORM: RESULTS OF STUDENT ACHIEVEMENT (RCU-S)

I. INTRODUCTION

The specific purposes of the data gathered by the Student Achievement Forms are:

(1) To provide student achievement information which will allow the LEA to evaluate the effectiveness of locally-stated objectives;

(2) To provide information to program consultants regarding the types and adequacy of student evaluation instruments/methods which are being used locally;

(3) To provide information to LEA administrators and program consultants regarding why locally-stated objectives may not have been met; and

(4) To provide information to LEA and program consultants which will assist in future program improvement.

II. WHO SHOULD COMPLETE RESULTS OF STUDENT ACHIEVEMENT FORM?

The forms should be completed by the individual program consultant in cooperation with the vocational program instructor. Unlike the portion of the Program Evaluation Form which reviews Planning and Operational Processes, and precedes the on-site evaluation by the program consultant as a self-study instrument, *only* the program consultant will receive this form for completion.

III. TO WHICH STUDENTS IS THE FORM DIRECTED?

The form is directed toward all student program completers and leavers who were enrolled in the program during the previous academic year.

IV. HOW SHOULD THE FORM BE COMPLETED?

(1) Start by filling in the date of the evaluation review. The number of students served at the beginning of the previous year has been completed for you.

(2) The source of the objectives has been checked for you. If the program in question uses standardized/criterion referenced outcomes or tests, Number 1 has been checked (please identify test used). In some cases, standardized student outcomes have been developed for vocational programs. These outcomes will be used for this year only. In future years, standardized outcomes for each area will be used.

If the program had objectives/student outcomes listed on an approved 2A and there were no statewide student outcomes, Number 2 has been checked.

If your Vocational area has a course outline/task analysis on file at the vocational center or school, and you wish to add additional outcomes to the outcomes already listed, check Number 3.

V. STUDENT OUTCOMES

In order to provide information on student achievement, as it relates to locally-stated program objectives, each objective must have a measureable outcome. These outcomes have been listed for you.

VI. INSTRUMENT/METHOD UTILIZED TO DETERMINE ACHIEVEMENT

Provide the name of any standardized tests, teacher prepared test, etc., used to measure student achievement of each of the outcomes. Refer to the Instrument/Method Code (Table 4). If student outcomes were not measured, use the code for "none".

VII. PERCENTAGE OF STUDENTS ACHIEVING OUTCOMES

In as non-threatening a discussion with the program instructor as possible, determine the percentage of all students (completers *and* leavers combined) who achieved stated outcomes during the previous academic term, as judged by the program instructor.

VIII. REASON FOR LOW PERCENTAGE

Determine the major reason for students not achieving student outcomes and fill in the reason code. Refer to the

VIII. REASON FOR LOW PERCENTAGE (CONTINUED)

Reason for Low Percentage Code (Table 5). If there are reasons which are not listed in the Reason Code, fill in those reasons under other.

IX. RCU-S2: STRENGTHS AND DISCREPANCIES

Provide reasons why any of the student outcomes have not been met. Were student outcomes tested appropriately? Was the percentage of students achieving each outcome reasonable?

X. RECOMMENDATIONS

This space is designed for consultant recommendations as they relate to each outcome discrepancy. Provide any recommendations for the improvement of the students achieving student outcomes, testing methods, or procedures.

NEW HAMPSHIRE

RESEARCH COORDINATING UNIT

VOCATIONAL EDUCATION ON-SITE PROGRAM EVALUATION FORM

VOCATIONAL EDUCATION PROGRAMS:

- PLANNING AND OPERATIONAL PROCESSES
- RESULTS OF STUDENT ACHIEVEMENT

_____ / _____ / _____
Date of On-Site Evaluation

_____
Name of School

_____
Name of Program

_____
Program Consultant Completing Form

SECTION I

PLANNING & OPERATIONAL PROCESSES

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD I

The Vocational Program is conducted according to an approved Local or Regional Plan which is reflective of current and future employment needs.

(a) An approved local or regional plan is on file with the Division of Vocational-Technical Education.

____ YES

____ NO

(b) The Vocational Program is based upon (check all that apply):

____ Local occupational surveys

____ Input from advisory/craft committees

____ Information gathered from placement records

____ New Hampshire Department of Employment Security data

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD II

The instructor(s) participated in the development of the Local or Regional Plan, which includes program objectives and activities.

(a) The instructor participated in the development of the Local or Regional Plan for Vocational Education.

____ YES

____ NO

(b) An adequate program description is available within the Plan.

____ YES

____ NO

(c) Program objectives are adequately defined within the Plan.

____ YES

____ NO

(d) Program (student) activities and outcomes are adequately identified within the Plan.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD III

The Vocational Program has an approved and operating craft or advisory committee.

(a) The Vocational Program has an approved craft or advisory committee.

____ YES

____ NO

(b) The craft or advisory committee meets regularly (at least once a year).

____ YES

____ NO

(c) The craft or advisory committee is representative of the clientele and groups served by the Vocational Program.

____ YES

____ NO

(d) The craft or advisory committee includes (check all that apply):

____ Employers ____ Former Students

____ Organized Labor ____ Other (Specify):

_____

(CONTINUED ON NEXT PAGE)

STANDARD III (CONTINUED)

(e) The craft or advisory committee is comprised of males and females.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD IV

The student-teacher ratio for all sections served by the Vocational Program is appropriate to the program objectives and activities.

(a) The student-teacher ratio for all sections is appropriate in terms of the facility, the equipment, and safety considerations as all presently exist.

____ YES

____ NO

(b) If NO, what is the *average* (over all sections) overload per section for this program?

_____ Number of Students Exceeding Appropriate Limit

COMMENTS: _____

_____

_____

_____

_____

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD V

The Vocational Program provides students with the necessary competencies to enter the labor market with entry-level skills in a specific occupation or cluster of occupations.

(a) Program content is based upon (check all that apply):

____ Task analyses of the occupation(s)

____ V-TECS Catalog

____ Available curriculum guides

____ Textbooks

____ Other (Specify): _____

(b) The scope of the courses or units of instruction provides the required entry-level knowledge, manipulative skills, and employability skills.

____ YES

____ NO

If NO, problem area(s) include (check all that apply):

____ Entry-level knowledge

____ Manipulative skills

____ Employability skills

(CONTINUED ON NEXT PAGE)

STANDARD V (CONTINUED)

(c) Program content and learning activities use current practices in the occupational area.

____ YES

____ NO

If YES, updating is provided through (check all that apply):

____ Advisory/Craft Committees

____ Workers in the Occupational Area

____ Current Teacher Occupational Experiences

____ Other (Specify):_____

(d) The curriculum complies with the requirements of appropriate regulatory agencies.

____ YES

____ NO

____ NOT APPLICABLE

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VI

The Vocational Program includes, as an inherent part of the curriculum, a realistic work experience component.

(a) The Vocational Program includes, as an inherent part of the curriculum, a realistic work experience component.

____ YES

____ NO

(b) If YES, of what type? (Check all that apply)

____ Supervised Work Experience

____ Cooperative Education

____ In-Classroom Simulation

____ Other (Specify): _____

(c) If NO, why? (Check all that apply)

____ Not considered important or desirable by program instructor

____ Not considered important or desirable by LEA Administration

____ Local funding is presently inadequate

____ State funding is presently inadequate

____ Other (Specify): _____

COMMENTS: _____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VII

Students are provided with opportunities to learn leadership skills through participation in related school and community activities.

(a) Program-related school/community activities are available to students.

____ YES

____ NO

(b) If YES, what are the activities available? (Check all that apply)

____ Youth Groups (e.g., VICA, DECA, etc.)

____ Junior Achievement

____ School Club(s)

Specify: _____

____ Other

Specify: _____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VIII

Adequate Vocational and Career Guidance Services are available to all students.

(a) Students are knowledgeable about available vocational courses.

____ YES

____ NO

(b) Student counseling *prior* to enrollment in the vocational program includes (check all that apply):

1. ____ Interest Batteries
2. ____ Aptitude Tests
3. ____ Achievement Tests
4. ____ Student Preferences
5. ____ Academic Record
6. ____ Physical Capabilities
7. ____ Student's Past History
8. ____ Other (Specify): _____

(c) *Prior* to enrollment in a vocational program, students are aware of occupational (check all that apply):

1. ____ Outlooks
2. ____ Salaries
3. ____ Working Conditions
4. ____ Possibilities for Advancement
5. ____ Educational Prerequisites
6. ____ Licensing/Regulatory Requirements

(CONTINUED ON NEXT PAGE)

STANDARD VIII (CONTINUED)

(d) Written policies and procedures for providing placement services to students are available.

____ YES

____ NO

(e) Placement policies and procedures are currently being implemented.

____ YES

____ NO

(f) Complete records are kept of all placement activities.

____ YES

____ NO

(g) Placement procedures provide equal support for both sexes.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD IX

Related prevocational opportunities are available to students enrolling in vocational programs.

(a) Students enrolling in a Trade and Industry Vocational Program had the *opportunity* to previously enroll in Industrial Arts courses (including sending school students).

____ YES

____ NO

____ NOT APPLICABLE (Program is not T & I)

(b) Students enrolling is a Home Economics Related Occupation Program had the *opportunity* to previously enroll in Consumer and Homemaking courses (including sending school students).

____ YES

____ NO

____ NOT APPLICABLE (Program is not HERO)

COMMENTS: _____

_____

_____

_____

_____

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD X

The Vocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational-Technical Education.

(a) The Vocational Program is in compliance with Section I of the Safety Standards: "General Safety Standards Pertaining to Related Facilities."

____ YES

____ NO

(b) The Vocational Program is in compliance with Section II of the Safety Standards: "General Safety Standards Pertaining to Related Classroom Procedures and Operations."

____ YES

____ NO

(c) The Vocational Program is in compliance with Section III of the Safety Standards: "Safety Standards Pertaining to Specific Programs: Facilities."

____ YES

____ NO

(CONTINUED ON NEXT PAGE)

STANDARD X (CONTINUED)

(d) The Vocational Program is in compliance with Section IV of the Safety Standards: "Safety Standards Pertaining to Specific Programs: Classroom Procedures and Operations."

____ YES

____ NO

(e) If the program is not in compliance with any of the Sections detailed above, what is the cause (reason for noncompliance)? (Check all that apply)

____ Policy/Procedure(s) not acceptable to instructor(s)

____ Policy/Procedure(s) not acceptable to LEA Administration

____ Inadequate local funds available for modification/ remodeling of older facility

____ Improper interpretation of Standards

____ Other (Specify): _____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XI

The Vocational Program instructor(s) is certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the vocational specialty he/she is teaching.

(a) The program instructor(s) is certified in the vocational specialty area he/she is teaching.

____ YES

____ NO

(b) If NO, is the program instructor(s) currently on a certification plan?

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XII

The facility provides space and learning stations to meet program objectives.

(a) Adequacy of facility to meet the program objectives.

	Size	Location	Arrangement
Classroom(s)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Laboratory(ies)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Learning Stations	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Other Instructional Space (i.e., office, storage)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate

(b) The facilities are sanitary, orderly, safe, and maintained in accordance with good occupational practices.

____ YES

____ NO

If NO, problem area(s) are (check all that apply):

1. ____ Sanitation
2. ____ Orderliness
3. ____ Safety
4. ____ Maintenance of facility

(CONTINUED ON NEXT PAGE)

STANDARD XII (CONTINUED)

(c) The facilities comply with requirements or recommendations of appropriate regulatory agencies.

___ YES

___ NO

___ NOT APPLICABLE

(d) Facilities provide easy access for physically handicapped students.

___ YES

___ NO

(e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students.

___ YES

___ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XIII

Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives.

(a) Tools and equipment are:

(1) Available to meet program objectives;

____ YES

____ NO

(2) Provided with the appropriate safety devices in accordance with good occupational practices;

____ YES

____ NO

(3) Maintained in fully operational condition;

____ YES

____ NO

(4) The equipment provided meets with the requirements or recommendations of appropriate regulatory agencies.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD XIII (CONTINUED)

(b) Instructional materials are:

(1) Available to meet program objectives;

____ YES

____ NO

(2) Nondiscriminatory in content.

____ YES

____ NO

(c) Consumable supplies are:

(1) Provided to meet program objectives;

____ YES

____ NO

(2) Adequate in quantity.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XIV

The Vocational Program is sex-fair.

(a) The program is available to males and females.

____ YES

____ NO

(b) Historically, has enrollment in this program been predominately male or female (80% or greater)?

____ YES If YES, specify which: _____

____ NO

(c) Steps have been taken to develop and implement recruitment and admission procedures for this program which assure equal access to males and females.

____ YES

____ NO

(d) List the number and percent of the persons currently enrolled in this program who are:

No. ____ % ____ Male No. ____ % ____ Female

(CONTINUED ON NEXT PAGE)

STANDARD XIV (CONTINUED)

(e) If either category in (d) on previous page is less than twenty percent (20%), what, in your professional opinion, are the reasons for this limited enrollment? (Check all that apply)

1. ____ Lack of student knowledge of this career.
2. ____ Lack of student interest in this career.
3. ____ A feeling by students that persons of one sex may be more appropriately suited, i.e., physically, emotionally, or both, for this career.
4. ____ A feeling by students that employers may prefer to have persons of one sex.
5. ____ A feeling by students that their enrollment in this program would result in peer pressure and/or negative attitudes by classmates.
6. ____ Guidance/counseling procedures (testing, career materials, placement, etc.) are sex-stereotyped or biased.
7. ____ Curriculum materials oriented to one sex.
8. ____ Facilities oriented to one sex.
9. ____ Other (Specify): _____

_____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XV

The Vocational Program provides adequate services to special populations as measured by STANDARDS I - XIV.

(a) For persons classified as Handicapped:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(2) An approved and adequate Individualized Education Plan (IEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(b) For persons classified as Disadvantaged:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD XV (CONTINUED)

(e) The number and percentage of all students classified as persons falling into the categories listed for the entire program (all sections/courses *combined*) are as follows:

	Number	%
Handicapped	_____	_____
Disadvantaged	_____	_____
Limited English-Speaking Ability	_____	_____
Members of Minority Groups	_____	_____

COMMENTS: _____

_____

_____

_____

_____

STANDARD XV (CONTINUED)

(2) An approved and adequate Individualized Vocational Education Plan (IVEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(c) For persons classified as having limited English-speaking ability:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(2) An approved and adequate Individualized Vocational Education Plan (IVEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(d) For persons classified as members of minority groups:

(1) The instructional materials used within the program are nondiscriminatory.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

EXEMPLARY

In general, this is an exemplary vocational program.

____ YES

____ NO

ADDITIONAL COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

VOCATIONAL PROGRAM EVALUATION FORM:
Planning and Operational Processes

School _____

Program _____

Date _____

GENERAL SUMMARY SHEET

STANDARD	MAJOR STRENGTHS NOTED

GENERAL SUMMARY SHEET (CONTINUED)

STANDARD #	MAJOR DISCREPANCIES NOTED	RECOMMENDATIONS

SECTION 2

RESULTS OF STUDENT ACHIEVEMENT

PCU-SI

RESULTS OF STUDENT ACHIEVEMENT

Page ____ of ____

Date ____ ____

Students Served _____
(Number)

OBJECTIVE(S) SOURCE:
- [1] Standardized/criterion referenced test (identify)
- [2] Objectives/student outcomes listed on approved 2A
- [3] Course outline/task analysis (on file at center)

STUDENT OUTCOMES	INSTRUMENT/METHOD UTILIZED TO DETERMINE ACHIEVEMENT	% OF STUDENTS ACHIEVING	REASONS FOR LOW % (Use Code)
1.	1. ☐		☐ Other
2.	2. ☐		☐ Other
3.	3. ☐		☐ Other

RCU-SI
Results of Student Achievement

Page ____ of ____

STUDENT OUTCOMES	INSTRUMENT/METHOD UTILIZED TO DETERMINE ACHIEVEMENT	% OF STUDENTS ACHIEVING	REASONS FOR LOW % (Use Code)
4.	4. ☐		☐ Other

RCU-S2
Results of Student Achievement

GENERAL SUMMARY SHEET (CONTINUED)

Page ____ of ____

STUDENT OUTCOME #	MAJOR DISCREPANCIES NOTED	RECOMMENDATION

RCU-S2
Results of Student Achievement

GENERAL SUMMARY SHEET

Page ___ of ___

Date ___ ___

STUDENT OUTCOME #	MAJOR STRENGTHS NOTED

SECTION 3

PROGRAM REPORTING SHEET

VOCATIONAL
PROGRAM REPORTING SHEET

VOCATIONAL PROGRAM EVALUATION FORM:
PLANNING & OPERATIONAL PROCESSES
RESULTS OF STUDENT ACHIEVEMENT

DATE OF EVALUATION	SCHOOL CODE	PROGRAM CODE	CONSULTANT:
__/__/__	____	___	_____

STANDARD I

The Vocational Program is conducted according to an approved Local or Regional Plan which is reflective of current and future employment needs.

EXCEEDS___ MEETS___ DOES NOT MEET ___

(a) YES NO
(b) Y N
Y N
Y N
Y N

STANDARD II

The instructor(s) participated in the development of the Local or Regional Plan, which includes program objectives and activities.

EXCEEDS___ MEETS___ DOES NOT MEET ___

(a) YES NO
(b) YES NO
(c) YES NO
(d) YES NO

STANDARD III

The Vocational Program has an approved and operating craft or advisory committee.

EXCEEDS___ MEETS___ DOES NOT MEET ___

(a) YES NO
(b) YES NO
(c) YES NO
(d) Y N
Y N
Y N
Y N
(e) YES NO

STANDARD IV

The student-teacher ratio for all sections served by the Vocational Program is appropriate to the program objectives and activities.

EXCEEDS___ MEETS___ DOES NOT MEET ___

(a) YES NO
(b) ___ # students

STANDARD V

The Vocational Program provides students with the necessary competencies to enter the labor market with entry-level skills in a specific occupation or cluster or occupations.

EXCEEDS___ MEETS___ DOES NOT MEET ___

GO TO NEXT COLUMN

GO TO NEXT PAGE

STANDARD V CONTINUED

(a) Y N
Y N
Y N
Y N
Y N

(b) YES NO
Y N
Y N
Y N

(c) YES NO
Y N
Y N
Y N
Y N

(d) YES NO N/A

STANDARD VI

The Vocational Program includes, as an inherent part of the curriculum, a realistic work experience component.

EXCEEDS___ MEETS___ DOES NOT MEET ___

(a) YES NO

(b) Y N
Y N
Y N
Y N

(c) Y N
Y N
Y N
Y N
Y N

STANDARD VII

Students are provided with opportunities to learn leadership skills through participation in related school and community activities.

EXCEEDS___ MEETS___ DOES NOT MEET ___

GO TO NEXT COLUMN

(a) YES NO

(b) Y N
Y N
Y N
Y N

STANDARD VIII

Adequate Vocational and Career Guidance Services are available to all students.

EXCEEDS___ MEETS___ DOES NOT MEET ___

(a) YES NO

(b) 1. Y N 5. Y N
2. Y N 6. Y N
3. Y N 7. Y N
4. Y N 8. Y N

(c) 1. Y N 4. Y N
2. Y N 5. Y N
3. Y N 6. Y N

(d) YES NO

(e) YES NO

(f) YES NO

(g) YES NO

STANDARD IX

Related prevocational opportunities are available to students enrolling in vocational programs.

EXCEEDS___ MEETS___ DOES NOT MEET ___

(a) YES NO N/A

(b) YES NO N/A

STANDARD X

The Vocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education

GO TO NEXT PAGE

STANDARD X CONTINUED

established through the Division of Vocational-Technical Education.

DOES NOT
EXCEEDS___ MEETS___ MEET ___

(a) YES NO
(b) YES NO
(c) YES NO
(d) YES NO
(e) Y N
Y N
Y N
Y N
Y N

STANDARD XI

The Vocational Program Instructor(s) is certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the vocational specialty he/she is teaching.

DOES NOT
EXCEEDS___ MEETS___ MEET ___

(a) YES NO
(b) YES NO

STANDARD XII

The facility provides space and learning stations to meet program objectives.

DOES NOT
EXCEEDS___ MEETS___ MEET ___

(a)

	S	L	A
C	A	A	A
	I	I	I
L	A	A	A
	I	I	I
LS	A	A	A
	I	I	I

(b) YES NO
1. Y N
2. Y N
3. Y N
4. Y N
(c) YES NO N/A
(d) YES NO
(e) YES NO

STANDARD XIII

Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives.

DOES NOT
EXCEEDS___ MEETS___ MEET ___

(a) (1) YES NO
(2) YES NO N/A
(3) YES NO
(4) YES NO N/A
(b) (1) YES NO
(2) YES NO
(c) (1) YES NO
(2) YES NO

STANDARD XIV

The Vocational Program is sex-fair.

DOES NOT
EXCEEDS___ MEETS___ MEET ___

(a) YES NO
(b) YES NO
(c) YES NO
(d) No.___%___Male
No.___%___Female

GO TO NEXT COLUMN

GO TO NEXT PAGE

STANDARD XIV CONTINUED	EXEMPLARY
(e) 1. Y N 2. Y N 3. Y N 4. Y N 5. Y N 6. Y N 7. Y N 8. Y N 9. Y N	In general, this is an exemplary vocational program. YES NO
	RESULTS OF STUDENT ACHIEVEMENT
STANDARD XV	OUTCOMES: Instrument # Reason 1. ___ ___ ___ 2. ___ ___ ___ 3. ___ ___ ___ 4. ___ ___ ___ 5. ___ ___ ___ 6. ___ ___ ___
The Vocational Program provides adequate services to special populations as measured by STANDARDS I - XIV. EXCEEDS___ MEETS___ DOES NOT MEET ___ (a) (1) YES NO N/A (2) YES NO N/A (b) (1) YES NO N/A (2) YES NO N/A (c) (1) YES NO N/A (2) YES NO N/A (d) (1) YES NO N/A (e) # % Handicapped ___ ___ Disadvantaged ___ ___ Limited Eng. ___ ___ Minority ___ ___	
GO TO NEXT COLUMN	END

NEW HAMPSHIRE

RESEARCH COORDINATING UNIT

VOCATIONAL EDUCATION ON-SITE PROGRAM EVALUATION FORM

PREVOCATIONAL EDUCATION PROGRAMS:

- Planning and Operational Processes
- Results of Student Achievement

____/____/____
Date of Evaluation

_____
Name of School

_____
Name of Program

_____
Program Consultant Completing Form

SECTION I

PLANNING & OPERATIONAL PROCESSES

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD I

The Prevocational Program is based upon formal objectives which are in general conformity with either the Official Description of Industrial Arts Programming, or the Consumer and Homemaking curriculum guides, as developed by the N.H. Division of Vocational-Technical Education.

(a) Formal objectives for the program are on file with the Division of Vocational-Technical Education, or are available at the school itself.

____ YES

____ NO

(b) If the program is Industrial Arts, the program objectives generally conform to the Official Description of Industrial Arts Programming.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD I (CONTINUED)

(c) If the program is Consumer and Homemaking, the program objectives generally conform to Consumer and Homemaking curriculum guides.

___ YES

___ NO

___ NOT APPLICABLE

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD II

The instructional content and program activities are available and appropriate.

(a) An adequate program description, with appropriate instructional content and a description of student activities, is on file with the Division of Vocational-Technical Education or in the school itself.

___ YES

___ NO

(b) Instructional plans clearly reflect the program objectives.

___ YES

___ NO

(c) Student activities clearly reflect the program objectives.

___ YES

___ NO

(d) Learning experiences are based upon measureable performance objectives.

___ YES

___ NO

(CONTINUED ON NEXT PAGE)

STANDARD II (CONTINUED)

(d) (Continued)

If NO, are the learning experiences based upon a set of clearly-stated objectives?

___ YES

___ NO

(e) Learning experiences are varied so that *all* students are provided assistance in achieving objectives.

___ YES

___ NO

If YES, indicate the types of students for which assistance is provided (check all that apply):

___ Regular

___ Disadvantaged

___ Handicapped

___ Minority

___ Bilingual

___ Students of either sex

(f) A clear and appropriate procedure is used for evaluating student performance.

___ YES

___ NO

COMMENTS: _____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD III

The Prevocational Program instructor(s) is certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the vocational specialty he/she is teaching.

(a) The program instructor(s) is certified in the vocational specialty area he/she is teaching.

___ YES

___ NO

(b) If NO, the program instructor(s) is currently on a certification plan.

___ YES

___ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD IV

The student-teacher ratio for all sections served by the Prevocational Program is appropriate to the program objectives and activities.

(a) The student-teacher ratio for all sections is appropriate in terms of the facility, the equipment, and safety considerations as all presently exist.

____ YES

____ NO

(b) If NO, what is the *average* (over all sections) overload per section for this program?

_____ Number of Students Exceeding Appropriate Limit

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD V

Occupational information and assistance is provided to all students in the prevocational program.

(a) Students are made aware of requisites for occupational clusters and possible vocations related to the program area(s), as an integral part of the instructional content.

____ YES

____ NO

(b) The prevocational program is designed, in part, to assist students in career selections.

____ YES

____ NO

(c) The prevocational program content relates to the content in available vocational programs at the secondary level.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VI

The Prevocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational-Technical Education.

(a) The Prevocational Program is in compliance with Section I of the Safety Standards: "General Safety Standards Pertaining to Related Facilities".

____ YES

____ NO

(b) The Prevocational Program is in compliance with Section II of the Safety Standards: "General Safety Standards Pertaining to Related Classroom Procedures and Operations".

____ YES

____ NO

(c) The Prevocational Program is in compliance with Section III of the Safety Standards: "Safety Standards Pertaining to Specific Programs: Facilities".

____ YES

____ NO

(CONTINUED ON NEXT PAGE)

STANDARD VI (CONTINUED)

(d) The Prevocational Program is in compliance with Section IV of the Safety Standards: "Safety Standards Pertaining to Specific Programs: Classroom Procedures and Operations".

____ YES

____ NO

(e) If the program is not in compliance with any of the Sections detailed above, what is the cause (reason for noncompliance)? (Check all that apply)

____ Policy/Procedure(s) not acceptable to instructor(s)

____ Policy/Procedure(s) not acceptable to LEA Administration

____ Inadequate local funds available for modification/remodeling of older facility

____ Inappropriate interpretation of Standards

____ Other (Specify): _____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VII

The facility provides space and learning stations to meet program objectives.

(a) Adequacy of facility to meet the program objectives.

	Size	Location	Arrangement
Classroom(s)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Laboratory(ies)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Learning Stations	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Other Instructional Space (i.e., office, storage)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate

(b) The facilities are sanitary, orderly, safe, and maintained in accordance with good occupational practices.

____ YES ____ NO

If NO, problem area(s) are (check all that apply):

1. ____ Sanitation
2. ____ Orderliness
3. ____ Safety
4. ____ Maintenance of Facility

(CONTINUED ON NEXT PAGE)

STANDARD VII (CONTINUED)

(c) The facilities comply with requirements or recommendations of appropriate regulatory agencies.

____ YES

____ NO

____ NOT APPLICABLE

(d) Facilities provide easy access for physically handicapped students.

____ YES

____ NO

(e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VIII

Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives.

(a) Tools and equipment are:

(1) Available to meet program objectives;

____ YES

____ NO

(2) Provided with the appropriate safety devices in accordance with good occupational practices;

____ YES

____ NO

(3) Maintained in fully operational condition;

____ YES

____ NO

(4) The equipment provided meets with the requirements or recommendations of appropriate regulatory agencies.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD VIII (CONTINUED)

(b) Instructional materials are:

(1) Available to meet program objectives;

____ YES

____ NO

(2) Nondiscriminatory in content.

____ YES

____ NO

(c) Consumable supplies are:

(1) Provided to meet program objectives;

____ YES

____ NO

(2) Adequate in quantity.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD IX

The Prevocational Program is sex-fair.

(a) The program is available to males and females.

___ YES

___ NO

(b) Historically, has enrollment in this program been predominately male or female? (80% or greater)

___ YES If YES, specify which: _____

___ NO

(c) Steps have been taken to develop and implement recruitment and admission procedures for this program which assure equal access to males and females.

___ YES

___ NO

(d) List the number and percent of the persons currently enrolled in this program who are:

No. ___% ___ Male No. ___% ___ Female

(CONTINUED ON NEXT PAGE)

STANDARD IX (CONTINUED)

(e) If either category in (d) on previous page is less than twenty percent (20%), what, in your professional opinion, are the reasons for this limited enrollment? (Check all that apply)

1. ____ Lack of student knowledge of this career.
2. ____ Lack of student interest in this career.
3. ____ A feeling by students that persons of one sex may be more appropriately suited, i.e., physically, emotionally, or both, for this career.
4. ____ A feeling by students that employers may prefer to have persons of one sex.
5. ____ A feeling by students that their enrollment in this program would result in peer pressure and/or negative attitudes by classmates.
6. ____ Guidance/counseling procedures (testing, career materials, placement, etc.) are sex-stereotyped or biased.
7. ____ Curriculum materials oriented to one sex.
8. ____ Facilities oriented to one sex.
9. ____ Other (Specify): _____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD X

The Prevocational Program provides adequate services to special populations as measured by STANDARDS I - IX.

(a) For persons classified as Handicapped:

(1) The instructional materials are adequate and appropriate;

___ YES

___ NO

___ NOT APPLICABLE

(2) An approved and adequate Individualized Education Plan (IEP) is on file.

___ YES

___ NO

___ NOT APPLICABLE

(b) For persons classified as Disadvantaged:

(1) The instructional materials are adequate and appropriate;

___ YES

___ NO

___ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD X (CONTINUED)

(e) The number and percentage of all students classified as persons falling into the categories listed for the entire program (all sections/courses *combined*) are as follows:

	Number	%
Handicapped	_____	_____
Disadvantaged	_____	_____
Limited English-Speaking Ability	_____	_____
Members of Minority Groups	_____	_____

COMMENTS: _____

_____

_____

_____

_____

STANDARD X (CONTINUED)

(b) (2) An approved and adequate Individualized Vocational Education Plan (IVEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(c) For persons classified as having limited English-speaking ability:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(2) An approved and adequate Individualized Vocational Education Plan (IVEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(d) For persons classified as members of minority groups:

(1) The instructional materials used within the program are nondiscriminatory.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

EXEMPLARY

In general, this is an exemplary prevocational program.

___ YES

___ NO

ADDITIONAL COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PREVOCATIONAL PROGRAM EVALUATION FORM:
Planning and Operational Processes

School

Program

Date

GENERAL SUMMARY SHEET

STANDARD	MAJOR STRENGTHS NOTED

GENERAL SUMMARY SHEET (CONTINUED)

STANDARD #	MAJOR DISCREPANCIES NOTED	RECOMMENDATIONS

SECTION 2

RESULTS OF STUDENT ACHIEVEMENT

RCU-SI

Page ___ of ___

RESULTS OF STUDENT ACHIEVEMENT

Date ___ ___

Students Served _____
(Number)

OBJECTIVE(S) SOURCE:
- [1] Standardized/criterion referenced test (identify)
- [2] Objectives/student outcomes listed on approved 2A
- [3] Course outline/task analysis (on file at center)

STUDENT OUTCOMES	INSTRUMENT/METHOD UTILIZED TO DETERMINE ACHIEVEMENT	% OF STUDENTS ACHIEVING	REASONS FOR LOW % (Use Code)
1.	1. ☐		☐ Other
2.	2. ☐		☐ Other
3.	3. ☐		☐ Other

RCU-SI
Results of Student Achievement

Page ____ of ____

STUDENT OUTCOMES	INSTRUMENT/METHOD UTILIZED TO DETERMINE ACHIEVEMENT	% OF STUDENTS ACHIEVING	REASONS FOR LOW % (Use Code)
4.	4. ☐		☐ Other

RCU-S2
Results of Student Achievement

Page ___ of ___

GENERAL SUMMARY SHEET

STUDENT OUTCOME #	MAJOR STRENGTHS NOTED

RCU-S2
Results of Student Achievement

Page ____ of ____

GENERAL SUMMARY SHEET (CONTINUED)

STUDENT OUTCOME #	MAJOR DISCREPANCIES NOTED	RECOMMENDATIONS

SECTION 3

PROGRAM REPORTING SHEET

PREVOCATIONAL
PROGRAM REPORTING SHEET

PREVOCATIONAL PROGRAM EVALUATION FORM:
PLANNING & OPERATIONAL PROCESSES
RESULTS OF STUDENT ACHIEVEMENT

DATE OF EVALUATION	SCHOOL CODE	PROGRAM CODE	CONSULTANT:
____/____/____	_____	_____	_____

STANDARD I

The Prevocational Program is based upon formal objectives which are in general conformity with either the Official Description of Industrial Arts Programming, or the Consumer and Homemaking curriculum guides, as developed by the N.H. Division of Vocational-Technical Education.

EXCEEDS___ MEETS___ DOES NOT MEET___

(a) YES NO
(b) YES NO N/A
(c) YES NO N/A

STANDARD II

The instructional content and program activities are available and appropriate.

EXCEEDS___ MEETS___ DOES NOT MEETS___

(a) YES NO
(b) YES NO
(c) YES NO
(d) YES NO
YES NO
(e) YES NO
Y N
Y N
Y N
Y N
Y N
Y N
(f) YES NO

STANDARD III

The Prevocational Program instructor(s) is certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the vocational specialty he/she is teaching.

EXCEEDS___ MEETS___ DOES NOT MEET___

(a) YES NO
(b) YES NO

STANDARD IV

The student-teacher ratio for all sections served by the Prevocational Program is appropriate to the program objectives and activities.

EXCEEDS___ MEETS___ DOES NOT MEET___

(a) YES NO
(b) _____ # students

GO TO NEXT COLUMN

GO TO NEXT PAGE

STANDARD V

Occupational information and assistance is provided to all students in the prevocational program.

EXCEEDS___ MEETS___ DOES NOT MEET___

(a) YES NO
(b) YES NO
(c) YES NO

STANDARD VI

The Prevocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational-Technical Education.

EXCEEDS___ MEETS___ DOES NOT MEET___

(a) YES NO
(b) YES NO
(c) YES NO
(d) YES NO
(e) Y N
Y N
Y N
Y N
Y N

STANDARD VII

The facility provides space and learning stations to meet program objectives.

EXCEEDS___ MEETS___ DOES NOT MEET___

(a)

		S	L	A
	C	A/I	A/I	A/I
	L	A/I	A/I	A/I
	LS	A/I	A/I	A/I
	O	A/I	A/I	A/I

(b) YES NO
Y N
Y N
Y N
Y N
(c) YES NO N/A
(d) YES NO
(e) YES NO

STANDARD VIII

Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives.

EXCEEDS___ MEETS___ DOES NOT MEET___

(a) (1) YES NO
(2) YES NO
(3) YES NO
(4) YES NO N/A
(b) (1) YES NO
(2) YES NO
(c) (1) YES NO
(2) YES NO

STANDARD IX

The Prevocational Program is sex-fair.

EXCEEDS___ MEETS___ DOES NOT MEET___

(a) YES NO
(b) YES NO
(c) YES NO
(d) No.___ %___ Male
No.___ %___ Female

GO TO NEXT COLUMN

GO TO NEXT PAGE

STANDARD IX CONTINUED

(e) (1) Y N
(2) Y N
(3) Y N
(4) Y N
(5) Y N
(6) Y N
(7) Y N
(8) Y N
(9) Y N

STANDARD X

The Prevocational Program provides adequate services to special populations as measured by STANDARDS I - IX.

EXCEEDS___ MEETS___ DOES NOT MEET___

(a) (1) YES NO N/A
(2) YES NO N/A
(b) (1) YES NO N/A
(2) YES NO N/A
(c) (1) YES NO N/A
(2) YES NO N/A
(d) (1) YES NO N/A
(e)

	#	%
Handicapped	___	___
Disadvantaged	___	___
Limited Eng.	___	___
Minority	___	___

GO TO NEXT COLUMN

EXEMPLARY

In general, this is an exemplary prevocational program.

YES NO

RESULTS OF STUDENT ACHIEVEMENT

OUTCOMES:

	Instrument	%	Reason
1.	___	___	___
2.	___	___	___
3.	___	___	___
4.	___	___	___
5.	___	___	___
6.	___	___	___

END

LOCAL PROGRAM STAFF

INSTRUMENTATION

PACKET

DIRECTIONS FOR COMPLETING THE VOCATIONAL PROGRAM SELF-EVALUATION FORM

Begin to complete this form by filling out the basic information required on the cover page of this section. Your basic task in completing this section of the form is to determine whether your program Exceeds, Meets, or Does Not Meet a series of 15 Standards. Accompanying each Standard Statement is a series of criteria which are provided to help document the reason for your overall judgement. It is suggested that for each Standard you follow the procedure of (1) completing each criterion related to that Standard by 'checking' the appropriate space, and then (2) based upon the criteria, indicate (in the upper right hand corner) whether the Standard has been Exceeded, Met, or Not Met. While it would not be implausible for a Standard, overall, to be met if some of its related criteria were shown to be lacking, no Standard should ordinarily be marked "Exceeds Standard" unless *all* of the related criteria are satisfactorily documented. The overall assessment for each Standard, of course, will depend upon your judgement as to the seriousness of criteria not satisfactorily documented (if any); as well as your own judgement as to the general situation, on-site, related to the program Standard in question. The Standards may be completed in any order you wish.

After you have completed the entire form, please return it to your vocational director, who will forward all of the completed materials to the N.H. Research Coordinating Unit for distribution to the appropriate Program Consultants.

PROGRAM SELF-EVALUATION FORM

NEW HAMPSHIRE

RESEARCH COORDINATING UNIT

VOCATIONAL EDUCATION
ON-SITE PROGRAM EVALUATION
FORM

VOCATIONAL EDUCATION PROGRAMS:

PLANNING & OPERATIONAL PROCESSES

___/___/___
Date of Evaluation

_____
Name of School

_____
Name of Program

_____ _____
Instructor Instructor

_____ _____
Instructor Instructor

_____ _____
Instructor Instructor

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD I

The Vocational Program is conducted according to an approved Local or Regional Plan which is reflective of current and future employment needs.

(a) An approved local or regional plan is on file with the Division of Vocational-Technical Education.

____ YES

____ NO

(b) The Vocational Program is based upon (check all that apply):

____ Local occupational surveys

____ Input from advisory/craft committees

____ Information gathered from placement records

____ New Hampshire Department of Employment Security data

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD II

The instructor(s) participated in the development of the Local or Regional Plan, which includes program objectives and activities.

(a) The instructor participated in the development of the Local or Regional Plan for Vocational Education.

____ YES

____ NO

(b) An adequate program description is available within the Plan.

____ YES

____ NO

(c) Program objectives are adequately defined within the Plan.

____ YES

____ NO

(d) Program (student) activities and outcomes are adequately identified within the Plan.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD III

The Vocational Program has an approved and operating craft or advisory committee.

(a) The Vocational Program has an approved craft or advisory committee.

___ YES

___ NO

(b) The craft or advisory committee meets regularly (at least once a year).

___ YES

___ NO

(c) The craft or advisory committee is representative of the clientele and groups served by the Vocational Program.

___ YES

___ NO

(d) The craft or advisory committee includes (check all that apply):

___ Employers ___ Former Students

___ Organized Labor ___ Other (Specify):

_____

(CONTINUED ON NEXT PAGE)

STANDARD III (CONTINUED)

(e) The craft or advisory committee is comprised of males and females.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD IV

The student-teacher ratio for all sections served by the Vocational Program is appropriate to the program objectives and activities.

(a) The student-teacher ratio for all sections is appropriate in terms of the facility, the equipment, and safety considerations as all presently exist.

____ YES

____ NO

(b) If NO, what is the *average* (over all sections) overload per section for this program?

_____ Number of Students Exceeding Appropriate Limit

COMMENTS: _____

_____

_____

_____

_____

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD V

The Vocational Program provides students with the necessary competencies to enter the labor market with entry-level skills in a specific occupation or cluster of occupations.

(a) Program content is based upon (check all that apply):

____ Task analyses of the occupation(s)

____ V-TECS Catalog

____ Available curriculum guides

____ Textbooks

____ Other (Specify): _____

(b) The scope of the courses or units of instruction provides the required entry-level knowledge, manipulative skills, and employability skills.

____ YES

____ NO

If NO, problem area(s) include (check all that apply):

____ Entry-level knowledge

____ Manipulative skills

____ Employability skills

(CONTINUED ON NEXT PAGE)

STANDARD V (CONTINUED)

(c) Program content and learning activities use current practices in the occupational area.

____ YES

____ NO

If YES, updating is provided through (check all that apply):

____ Advisory/Craft Committees

____ Workers in the Occupational Area

____ Current Teacher Occupational Experiences

____ Other (Specify): _____

(d) The curriculum complies with the requirements of appropriate regulatory agencies.

____ YES

____ NO

____ NOT APPLICABLE

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VI

The Vocational Program includes, as an inherent part of the curriculum, a realistic work experience component.

(a) The Vocational Program includes, as an inherent part of the curriculum, a realistic work experience component.

____ YES

____ NO

(b) If YES, of what type? (Check all that apply)

____ Supervised Work Experience

____ Cooperative Education

____ In-Classroom Simulation

____ Other (Specify): _____

(c) If NO, why? (Check all that apply)

____ Not considered important or desirable by program instructor

____ Not considered important or desirable by LEA Administration

____ Local funding is presently inadequate

____ State funding is presently inadequate

____ Other (Specify): _____

COMMENTS: _____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VII

Students are provided with opportunities to learn leadership skills through participation in related school and community activities.

(a) Program-related school/community activities are available to students.

___ YES

___ NO

(b) If YES, what are the activities available? (Check all that apply)

___ Youth Groups (e.g., VICA, DECA, etc.)

___ Junior Achievement

___ School Club(s)

Specify: _____

___ Other

Specify: _____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VIII

Adequate Vocational and Career Guidance Services are available to all students.

(a) Students are knowledgeable about available vocational courses.

____ YES

____ NO

(b) Student counseling *prior* to enrollment in the vocational program includes (check all that apply):

1. ____ Interest Batteries
2. ____ Aptitude Tests
3. ____ Achievement Tests
4. ____ Student Preferences
5. ____ Academic Record
6. ____ Physical Capabilities
7. ____ Student's Past History
8. ____ Other (Specify): _____

(c) *Prior* to enrollment in a vocational program, students are aware of occupational (check all that apply):

1. ____ Outlooks
2. ____ Salaries
3. ____ Working Conditions
4. ____ Possibilities for Advancement
5. ____ Educational Prerequisites
6. ____ Licensing/Regulatory Requirements

(CONTINUED ON NEXT PAGE)

STANDARD VIII (CONTINUED)

(d) Written policies and procedures for providing placement services to students are available.

____ YES

____ NO

(e) Placement policies and procedures are currently being implemented.

____ YES

____ NO

(f) Complete records are kept of all placement activities.

____ YES

____ NO

(g) Placement procedures provide equal support for both sexes.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD IX

Related prevocational opportunities are available to students enrolling in vocational programs.

(a) Students enrolling in a Trade and Industry Vocational Program had the *opportunity* to previously enroll in Industrial Arts courses (including sending school students).

____ YES

____ NO

____ NOT APPLICABLE (Program is not T & I)

(b) Students enrolling in a Home Economics Related Occupation Program had the *opportunity* to previously enroll in Consumer and Homemaking courses (including sending school students).

____ YES

____ NO

____ NOT APPLICABLE (Program is not HERO)

COMMENTS: _____

_____

_____

_____

_____

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD X

The Vocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational-Technical Education.

(a) The Vocational Program is in compliance with Section I of the Safety Standards: "General Safety Standards Pertaining to Related Facilities."

____ YES

____ NO

(b) The Vocational Program is in compliance with Section II of the Safety Standards: "General Safety Standards Pertaining to Related Classroom Procedures and Operations."

____ YES

____ NO

(c) The Vocational Program is in compliance with Section III of the Safety Standards: "Safety Standards Pertaining to Specific Programs: Facilities."

____ YES

____ NO

(CONTINUED ON NEXT PAGE)

STANDARD X (CONTINUED)

(d) The Vocational Program is in compliance with Section IV of the Safety Standards: "Safety Standards Pertaining to Specific Programs: Classroom Procedures and Operations."

____ YES

____ NO

(e) If the program is not in compliance with any of the Sections detailed above, what is the cause (reason for noncompliance)? (Check all that apply)

____ Policy/Procedure(s) not acceptable to instructor(s)

____ Policy/Procedure(s) not acceptable to LEA Administration

____ Inadequate local funds available for modification/ remodeling of older facility

____ Inappropriate interpretation of Standards

____ Other (Specify): _____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XI

The Vocational Program Instructor(s) is certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the vocational specialty he/she is teaching.

(a) The program instructor(s) is certified in the vocational specialty area he/she is teaching.

____ YES

____ NO

(b) If NO, the program instructor(s) is currently on a certification plan?

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XII

The facility provides space and learning stations to meet program objectives.

(a) Adequacy of facility to meet the program objectives.

	Size	Location	Arrangement
Classroom(s)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Laboratory(ies)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Learning Stations	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Other Instructional Space (i.e., office, storage)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate

(b) The facilities are sanitary, orderly, safe, and maintained in accordance with good occupational practices.

____ YES

____ NO

If NO, problem area(s) are (check all that apply):

1. ____ Sanitation
2. ____ Orderliness
3. ____ Safety
4. ____ Maintenance of facility

(CONTINUED ON NEXT PAGE)

STANDARD XII (CONTINUED)

(c) The facilites comply with requirements or recommendations of appropriate regulatory agencies.

____ YES

____ NO

____ NOT APPLICABLE

(d) Facilities provide easy access for physically handicapped students.

____ YES

____ NO

(e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XIII

Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives.

(a) Tools and equipment are:

(1) Available to meet program objectives;

____ YES

____ NO

(2) Provided with the appropriate safety devices in accordance with good occupational practices;

____ YES

____ NO

____ NOT APPLICABLE

(3) Maintained in fully operational condition;

____ YES

____ NO

(4) The equipment provided meets with the requirements or recommendations of appropriate regulatory agencies.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD XIII (CONTINUED)

(b) Instructional materials are:

(1) Available to meet program objectives;

____ YES

____ NO

(2) Nondiscriminatory in content.

____ YES

____ NO

(c) Consumable supplies are:

(1) Provided to meet program objectives;

____ YES

____ NO

(2) Adequate in quantity.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XIV

The Vocational Program is sex-fair.

(a) The program is available to males and females.

____ YES

____ NO

(b) Historically, has enrollment in this program been predominately male or female (80% or greater)?

____ YES If YES, specify which: _____

____ NO

(c) Steps have been taken to develop and implement recruitment and admissions procedures for this program which assure equal access to males and females.

____ YES

____ NO

(d) List the number and percent of the persons currently enrolled in this program who are:

No. ____ % ____ Male No. ____ % ____ Female

(CONTINUED ON NEXT PAGE)

STANDARD XIV (CONTINUED)

(e) If either category in (d) on previous page is less than twenty percent (20%), what, in your professional opinion, are the reasons for this limited enrollment? (Check all that apply)

1. ____ Lack of student knowledge of this career.
2. ____ Lack of student interest in this career.
3. ____ A feeling by students that persons of one sex may be more appropriately suited, i.e., physically, emotionally, or both, for this career.
4. ____ A feeling by students that employers may prefer to have persons of one sex.
5. ____ A feeling by students that their enrollment in this program would result in peer pressure and/or negative attitudes by classmates.
6. ____ Guidance/counseling procedures (testing, career materials, placement, etc.) are sex-stereotyped or biased.
7. ____ Curriculum materials oriented to one sex.
8. ____ Facilities oriented to one sex.
9. ____ Other (Specify): _____

_____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD XV

The Vocational Program provides adequate services to special populations as measured by STANDARDS I - XIV.

(a) For persons classified as Handicapped:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(2) An approved and adequate Individualized Education Plan (IEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(b) For persons classified as Disadvantaged:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD XV (CONTINUED)

(2) An approved and adequate Individualized Vocational Education Plan (IVEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(c) For persons classified as having limited English-speaking ability:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(2) An approved and adequate Individualized Vocational Education Plan (IVEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(d) For persons classified as members of minority groups:

(1) The instructional materials used within the program are nondiscriminatory.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD XV (CONTINUED)

(e) The number and percentage of all students classified as persons falling into the categories listed for the entire program (all sections/courses *combined*) are as follows:

	Number	%
Handicapped	_____	_____
Disadvantaged	_____	_____
Limited English-Speaking Ability	_____	_____
Members of Minority Groups	_____	_____

COMMENTS: _____

_____

_____

_____

_____

EXEMPLARY

In general, this is an exemplary vocational program.

____ YES

____ NO

ADDITIONAL COMMENTS: _____

_____

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PROGRAM SELF-EVALUATION FORM

NEW HAMPSHIRE

RESEARCH COORDINATING UNIT

VOCATIONAL EDUCATION
ON-SITE PROGRAM EVALUATION
FORM

PREVOCATIONAL EDUCATION PROGRAMS:

- Planning and Operational Processes

___/___/___
Date of Evaluation

_____
Name of School

_____
Name of Program

_____ _____
Instructor Instructor

_____ _____
Instructor Instructor

_____ _____
Instructor Instructor

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD I

The Prevocational Program is based upon formal objectives which are in general conformity with either the Official Description of Industrial Arts Programming, or the Consumer and Homemaking curriculum guides, as developed by the N.H. Division of Vocational-Technical Education.

(a) Formal objectives for the program are on file with the Division of Vocational-Technical Education, or are available at the school itself.

____ YES

____ NO

(b) If the program is Industrial Arts, the program objectives generally conform to the Official Description of Industrial Arts Programming.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD I (CONTINUED)

(c) If the program is Consumer and Homemaking, the program objectives generally conform to Consumer and Homemaking curriculum guides.

___ YES

___ NO

___ NOT APPLICABLE

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD II

The instructional content and program activities are available and appropriate.

(a) An adequate program description, with appropriate instructional content and a description of student activities, is on file with the Division of Vocational-Technical Education or in the school itself.

____ YES

____ NO

(b) Instructional plans clearly reflect the program objectives.

____ YES

____ NO

(c) Student activities clearly reflect the program objectives.

____ YES

____ NO

(d) Learning experiences are based upon measureable performance objectives.

____ YES

____ NO

(CONTINUED ON NEXT PAGE)

STANDARD II (CONTINUED)

(d) (Continued)

If NO, are the learning experiences based upon a set of clearly-stated objectives?

___ YES

___ NO

(e) Learning experiences are varied so that *all* students are provided assistance in achieving objectives.

___ YES

___ NO

If YES, indicate the types of students for which assistance is provided (check all that apply):

___ Regular

___ Disadvantaged

___ Handicapped

___ Minority

___ Bilingual

___ Students of either sex

(f) A clear and appropriate procedure is used for evaluating student performance.

___ YES

___ NO

COMMENTS: _____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD III

The Prevocational Program instructor(s) is certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the vocational specialty he/she is teaching.

(a) The program instructor(s) is certified in the vocational specialty area he/she is teaching.

___ YES

___ NO

(b) If NO, the program instructor(s) is currently on a certification plan.

___ YES

___ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD IV

The student-teacher ratio for all sections served by the Prevocational Program is appropriate to the program objectives and activities.

(a) The student-teacher ratio for all sections is appropriate in terms of the facility, the equipment, and safety considerations as all presently exist.

___ YES

___ NO

(b) If NO, what is the *average* (over all sections) overload per section for this program?

_____ Number of Students Exceeding Appropriate Limit

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD V

Occupational information and assistance is provided to all students in the prevocational program.

(a) Students are made aware of requisites for occupational clusters and possible vocations related to the program area(s), as an integral part of the instructional content.

___ YES

___ NO

(b) The prevocational program is designed, in part, to assist students in career selections.

___ YES

___ NO

(c) The prevocational program content relates to the content in available vocational programs at the secondary level.

___ YES

___ NO

COMMENTS: _____

_____

_____

_____

_____

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VI

The Prevocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational-Technical Education.

(a) The Prevocational Program is in compliance with Section I of the Safety Standards: "General Safety Standards Pertaining to Related Facilities".

____ YES

____ NO

(b) The Prevocational Program is in compliance with Section II of the Safety Standards: "General Safety Standards Pertaining to Related Classroom Procedures and Operations".

____ YES

____ NO

(c) The Prevocational Program is in compliance with Section III of the Safety Standards: "Safety Standards Pertaining to Specific Programs: Facilities".

____ YES

____ NO

(CONTINUED ON NEXT PAGE)

STANDARD VI (CONTINUED)

(d) The Prevocational Program is in compliance with Section IV of the Safety Standards: "Safety Standards Pertaining to Specific Programs: Classroom Procedures and Operations".

___ YES

___ NO

(e) If the program is not in compliance with any of the Sections detailed above, what is the cause (reason for noncompliance)? (Check all that apply)

___ Policy/Procedure(s) not acceptable to instructor(s)

___ Policy/Procedure(s) not acceptable to LEA Administration

___ Inadequate local funds available for modification/remodeling of older facility

___ Inappropriate interpretation of Standards

___ Other (Specify): _____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VII

The facility provides space and learning stations to meet program objectives.

(a) Adequacy of facility to meet the program objectives.

	Size	Location	Arrangement
Classroom(s)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Laboratory(ies)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Learning Stations	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate
Other Instructional Space (i.e., office, storage)	__Adequate	__Adequate	__Adequate
	__Inadequate	__Inadequate	__Inadequate

(b) The facilities are sanitary, orderly, safe, and maintained in accordance with good occupational practices.

____ YES ____ NO

If NO, problem area(s) are (check all that apply):

1. ____ Sanitation
2. ____ Orderliness
3. ____ Safety
4. ____ Maintenance of Facility

(CONTINUED ON NEXT PAGE)

STANDARD VII (CONTINUED)

(c) The facilities comply with requirements or recommendations of appropriate regulatory agencies.

____ YES

____ NO

____ NOT APPLICABLE

(d) Facilities provide easy access for physically handicapped students.

____ YES

____ NO

(e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students.

____ YES

____ NO

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD VIII

Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives.

(a) Tools and equipment are:

(1) Available to meet program objectives;

____ YES

____ NO

(2) Provided with the appropriate safety devices in accordance with good occupational practices;

____ YES

____ NO

(3) Maintained in fully operational condition;

____ YES

____ NO

(4) The equipment provided meets with the requirements or recommendations of appropriate regulatory agencies.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

GO TO NEXT PAGE

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD IX

The Prevocational Program is sex-fair.

(a) The program is available to males and females.

____ YES

____ NO

(b) Historically, has enrollment in this program been predominately male or female? (80% or greater)

_____ YES If YES, specify which: _____

_____ NO

(c) Steps have been taken to develop and implement recruitment and admission procedures for this program which assure equal access to males and females.

____ YES

____ NO

(d) List the number and percent of the persons currently enrolled in this program who are:

No. ____% ____ Male No. ____% ____ Female

(CONTINUED ON NEXT PAGE)

STANDARD IX (CONTINUED)

(e) If either category in (d) on previous page is less than twenty percent (20%), what, in your professional opinion, are the reasons for this limited enrollment? (Check all that apply)

1. ____ Lack of student knowledge of this career.
2. ____ Lack of student interest in this career.
3. ____ A feeling by students that persons of one sex may be more appropriately suited, i.e., physically, emotionally, or both, for this career.
4. ____ A feeling by students that employers may prefer to have persons of one sex.
5. ____ A feeling by students that their enrollment in this program would result in peer pressure and/or negative attitudes by classmates.
6. ____ Guidance/counseling procedures (testing, career materials, placement, etc.) are sex-stereotyped or biased.
7. ____ Curriculum materials oriented to one sex.
8. ____ Facilities oriented to one sex.
9. ____ Other (Specify): _____

COMMENTS: _____

_____

_____

_____

_____

Exceeds Standard	Meets Standard	Does Not Meet Standard
☐	☐	☐

STANDARD X

The Prevocational Program provides adequate services to special populations as measured by STANDARDS I - IX.

(a) For persons classified as Handicapped:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(2) An approved and adequate Individualized Education Plan (IEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(b) For persons classified as Disadvantaged:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD X (CONTINUED)

(b) (2) An approved and adequate Individualized Vocational Education Plan (IVEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(c) For persons classified as having limited English-speaking ability:

(1) The instructional materials are adequate and appropriate;

____ YES

____ NO

____ NOT APPLICABLE

(2) An approved and adequate Individualized Vocational Education Plan (IVEP) is on file.

____ YES

____ NO

____ NOT APPLICABLE

(d) For persons classified as members of minority groups:

(1) The instructional materials used within the program are nondiscriminatory.

____ YES

____ NO

____ NOT APPLICABLE

(CONTINUED ON NEXT PAGE)

STANDARD X (CONTINUED)

(e) The number and percentage of all students classified as persons falling into the categories listed for the entire program (all sections/courses *combined*) are as follows:

	Number	%
Handicapped	_____	_____
Disadvantaged	_____	_____
Limited English-Speaking Ability	_____	_____
Members of Minority Groups	_____	_____

COMMENTS: _____

_____

_____

_____

_____

EXEMPLARY

In general, this is an exemplary prevocational program.

____ YES

____ NO

ADDITIONAL COMMENTS: _____

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ACKNOWLEDGEMENTS

It is important to note that an Evaluation System such as the VPES could not, and should not, be expected to have developed within an informational vacuum. As a result, other tried and proven sources of program evaluation material were reviewed; many previously-developed concepts and instruments were subsequently adopted and modified for use within the New Hampshire System.

Primary among these sources were:

- The Vocational Follow-Up System
  University of Minnesota
  Dr. David Pucel, et. al.

- The Vocational Education Instructional Program Review
  Florida Department of Education, Tallahassee

- Evaluation of Vocational - Technical Education
  National Study for Accreditation of Vocational-Technical Education
  American Vocational Association

APPENDIX

CODING TABLES

TABLE 1

STUDENT RACIAL/ETHNIC BACKGROUND

1. American Indian
2. Asian American or Pacific Islander
3. Black, not of Hispanic Origin
4. Hispanic
5. White, not of Hispanic Origin

TABLE 2 - CENTER CODES

Berlin - 002

Claremont - 010

Colebrook - 001

Concord - 011

Conway - 006

Dover - 020

Exeter - 018

Keene - 013

Laconia - 008

Lebanon - 007

Littleton - 003

Manchester - 015

Nashua - 016

Peterborough - 014

Plymouth - 005

Portsmouth - 019

Salem - 017

Somersworth - 012

Vermont Cooperative - 004

Wolfeboro - 009

TABLE 3 - PROGRAM CODES

TRADE AND INDUSTRY

01 - Auto Body
02 - Auto Mechanics
03 - Building Construction
04 - Building Maintenance
05 - Cosmetology
06 - Diesel
07 - Drafting
08 - Electricity
09 - Electronics
10 - Fire Service
11 - Machine Tool, Machine Operators, Metals
12 - Masonry
13 - Mill Carpenter
14 - Oil Burner Service
15 - Plumbing
16 - Power Mechanics
17 - Printing/Graphic Arts
18 - Sheet Metal
19 - Television Production
20 - Welding
21 - Other

AGRICULTURE

30 - Production Agriculture
31 - Supplies/Services
32 - Mechanics
33 - Products, Processing
34 - Horticulture
35 - Natural Resources
36 - Forestry
37 - Other

DISTRIBUTIVE EDUCATION

40 - General Merchandising
49 - Other

HEALTH OCCUPATIONS

50 - General Health Occupations
59 - Other

OFFICE OCCUPATIONS

60 - General Clerical
61 - Clerk-Typist
62 - Clerical-Accounting
63 - Secretarial
64 - Business Data Processing
65 - Business Communications
66 - Other

HOME ECONOMICS RELATED OCCUPATIONS

70 - Care and Guidance of Children
71 - Clothing Mgmt. Production and Services
72 - Food Mgmt., Equipment, and Services
79 - Other

CONSUMER AND HOMEMAKING

80 - Grades 11 and 12

DIVERSIFIED OCCUPATIONS

90 - Grades 11 and 12

NONVOCATIONAL PROGRAMS

99 - All Programs

TABLE 4

INSTRUMENT/METHOD CODE

COGNITIVE INSTRUMENTS

1. Standard/Criterion Referenced Test(s)
2. Final Exam(s) (Teacher Constructed)
3. Final Exam (Department Constructed)
4. Final Exam (Commercially Prepared)
5. Other (Specify)

PSYCHOMOTOR

9. Checklist/Skills Profile
10. Rating Scales
11. Work Samples
12. Comparative Standards
13. Other (Specify)
14. None

AFFECTIVE

17. Formal (e.g., Tests) (Specify)
18. Informal (e.g., Attendance, Observation, Attrition Rate) (Specify)

TABLE 5

RESULTS OF STUDENT ACHIEVEMENT FORM
REASON FOR LOW STUDENT % CODE

1. Student Related

   Examples: Lack of adequate study skills
   Lack of motivation
   Incomplete assignments
   Absence from school
   Unable to complete task(s) in specified time
   Low scores on exams and quizzes

2. Curriculum Related

   Examples: Lack of varied methods/materials
   Curriculum in need of modification
   More evaluation and recording of skills required
   More practical experiences required for objective completion
   More basic knowledge required for success in laboratory activities
   More individual and/or group work required

3. Environmental

   Examples: Lack of instructional equipment or supplies
   Student/teacher ratio limited instruction time
   Students did not have adequate transportation
   Limited class time for objective completion
   Lack of adequate space for instruction
   Lack of support services

4. Other